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Oklahoma Office of Workforce Development

WIOA Core Indicators of Performance

Technical Assistance

TA-03-2017

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June 9, 2017



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WIOA's Six Core Indicators of Performance

1. Employment Rate 2nd Quarter after Exit (exit-based indicator)
(Education/Employment for Youth)
2. Employment Rate 4th Quarter after Exit (exit-based indicator)
(Education/Employment for Youth)
3. Median Earnings in the 2nd Quarter after Exit (exit-based indicator)
4. Credential Attainment Rate* (of those who received training or education, excluding OJT or Customized Training, up to 12 months after exit)
5. Measureable Skills Gain* (participant- and program year-based for 1 gain/person/participation period any in a program year counted)
6. Effectiveness is Serving Employers (annual, joint outcome)

***NOTE:** *Wagner-Peyser is excluded from these two required performance measures.*



Employment Rates 2nd & 4th Quarters after Exit (for Title I Adults and Dislocated Workers, and Titles II-IV)

- ❖ **For Non-Youth**, it is the percentage of program participants who are in any unsubsidized employment during the second or fourth quarter after exit from the program.
- ❖ The Employment Rate 4th Quarter is NOT a retention measure – employment can be with any employer.

Counts and Exclusions

- ❖ Calculated for all participants who exit, regardless of their employment status at the time of application.
- ❖ All exiters without a valid exclusion entered before their exit date (or last date of service) are counted.

Employment Rates 2nd & 4th Quarters after Exit (Education/Employment for Youth)

For Title I Youth, it is the percentage of Youth participants who are in education or training activities, or in unsubsidized employment, during the second or fourth quarter after exit.

- ❖ Youth employed or in occupational skills training in the second or fourth quarter after the exit quarter counted as a success.
- ❖ Youth in AmeriCorps or Job Corps Programs in the second or fourth quarter after exit are counted as a success in the training portion of the indicator.



Median Earnings

In the 2nd Quarter after Exit

- ❖ Median Earnings of participants who are in unsubsidized employment during the second quarter after exit from the program are reported instead of average earnings.
- ❖ “Median” – or the mid-point – reduces the influence of wage outliers, for example:
 - ◆ \$5,000; \$5,000; \$5,050; \$6,000; \$6,000 – median = \$5,050 (average=\$5,410)
 - ◆ \$4,900; \$5,000; \$6,000; \$6,266 – median = \$5,500 (average = \$5,541)
 - ◆ \$5,000; \$5,000; \$6,000; \$6,500, \$150K – median = \$6,000 (average=\$34,500)
- ❖ Not included in the calculation for Median Earnings are participants who have exited, AND:
 - ◆ They are not employed in the second quarter after exit,
 - ◆ Their earnings information is not yet available,
 - ◆ Any of the reasons allowable as exclusions apply to them, and/or
 - ◆ They are in subsidized employment.



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Employment Rates and Earnings after Exit

- Data Time Lag and Supplemental Data



- ❖ There is a two-quarter time lag after the exit quarter built into the reporting times on exit-based measures to allow for participant follow up and direct UI quarterly wage record matching.
- ❖ After two quarters, if the information is still not available, wages for the Median Earnings in the 2nd Quarter will be converted to \$0 permanently in the MIS, and will indicate that the participant was not employed for the Employment Rate 2nd Quarter After Exit indicator.
- ❖ **NOTE:** Supplemental wage/employment information collection during follow-up will be important, especially for participants without an SSN entered into the MIS.

Employment/Earnings Outcome Information for Four Quarters Post-Exit

How Data is Matched

Employment/wage verification is through:

- (1) Direct UI wage record match, Federal or military employment records, or
- (2) Supplemental information for the second and fourth quarters after the exit quarter.

❖ The UI quarterly wage record match will pick up earnings/quarter and employment in a 2nd job.

❖ Supplemental information on wages, employment status, the occupational code and any credential attained post-exit should be gathered during follow-up with participants after they exit.

◆ **NOTE:** Staff should record the identifying source of information and maintain source documents on file for records retention.



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Credential Attainment Rate

The Credential Attainment Rate is the percentage of participants enrolled in an education or training program, excluding on the job training (OJT) and customized training, who attain a recognized postsecondary credential or secondary school diploma within 12 months (1 year) after program exit.

- ❖ The **denominator** only includes those who received training or education (excluding OJT or Customized Training).
- ❖ Includes participants in a postsecondary education or training program, or who are in a secondary education program (at or above the 9th grade level) without a secondary school diploma or equivalent.
- ❖ The **timeframe** a credential can be obtained is either during the program or within 365 days following exit.
- ❖ **NOTE:** If a participant obtains a secondary school diploma or equivalent, in order to count in the measure, they must also be employed within 1 year (quarter based) after exit or in an education/training program leading to a postsecondary credential within 365 days after exit.

Credential Attainment Rate, continued

❖ **Title I Adult and Dislocated Workers**: Only individuals in training count in the indicator

- ❖ Includes participants in Registered Apprenticeships
- ❖ Excludes participants in OJT or Customized Training

❖ **Title I Youth**:

- ◆ **In-school Youth**: All ISY are included in the credential attainment indicator, since they are attending secondary or postsecondary school
- ◆ **Out-of-school Youth**: Only OSY who participate in one of the following are included in the credential attainment indicator:
 - The program element occupational skills training,
 - Secondary or postsecondary education during participation in the Title I Youth program,
 - Title II-funded adult education during participation in the Title I Youth program, and/or
 - YouthBuild or Job Corps during participation in the Title I Youth program.

Postsecondary Credential Definition

- ❖ The credential must recognize technological or industry/occupational skills for a specific industry/occupation rather than general skills related to safety, hygiene, etc., even if general skills certificates are broadly required to qualify for entry-level employment or advancement in employment.
- ❖ The technical or industry/occupational skills certified must be based on standards developed or endorsed by employers or industry associations.
- ❖ It must be awarded in recognition of an individual's attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within a specific industry/occupation.
- ❖ **NOTE:** Neither certificates awarded by workforce development boards, general safety, first aid or food preparation certificates (such as OSHA), accessibility preparation, nor work readiness certificates are included, because they do not document measurable technical or industry/occupational skills for a specific industry or occupation.

Recognized Credential Types

- ❖ Secondary School Diploma/Equivalency
- ❖ AA or AS Diploma/Degree
- ❖ BA or BS Diploma/Degree
- ❖ Occupational Licensure
- ❖ Occupational Certificate, including Registered Apprenticeship and Career and Technical Education educational certificates
- ❖ Occupational Certification
- ❖ Other recognized certificates of industry/occupational skills completion sufficient to qualify for entry-level or advancement in employment

Reporting of the Credential Attainment Rate

| | | |
|---------------------|--|---|
| Numerator: | <p>Attainment of a postsecondary diploma or attainment of a secondary school diploma/recognized equivalent during participation <u>or</u> within one year after exit from the program.</p> <p>AND</p> <p>Employed or enrolled in an education or training program leading to a recognized postsecondary credential within one year following exit.</p> | <ul style="list-style-type: none"><input type="checkbox"/> Outcomes<ul style="list-style-type: none">4th quarter after exit<input type="checkbox"/> Exit details<ul style="list-style-type: none">Job PlacementEducation status is essential<input type="checkbox"/> Employment Verification:<ul style="list-style-type: none">Wage RecordsSupplemental Data |
| Denominator: | <p>Enrolled in a postsecondary education or secondary education program at or above the 9th grade level without a secondary school diploma or its equivalent.</p> <p>AND</p> <p>Exited</p> | <ul style="list-style-type: none"><input type="checkbox"/> Services & training<ul style="list-style-type: none">Leading to a Credential<input type="checkbox"/> School status at Program enrollment |

Measureable Skills Gain

The Measureable Skills Gain is the percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment, and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.

- ❖ A skill gain can be achieved while still participating in the program – this is not an exit-based measure.
- ❖ A participant may achieve more than one measurable skill gain prior to exit, but only one gain will be counted in the performance calculations. Local areas should report all gains achieved.
- ❖ If a participant exits a program more than once in a program year and achieves a measurable skill gain prior to exiting each time, then that participant could achieve one measurable skill gain per period of participation in a program year.
- ❖ **NOTE:** Programs should NOT delay enrollment or services to participants until a new program year, even if there is insufficient time for the participant to make any type of measurable skill gain by the end of that program year.

Measurable Skills Gain, continued

❖ Title I Adults & Dislocated Workers:

- ◆ All participants who are in an education or training program that leads to a recognized postsecondary credential or employment are included. This includes all participants in work-based training.

❖ Title I Youth:

- ◆ The type of skill gain should be based on the youth's individual service strategy
 - ◆ In-School Youth: All ISY are included in the measurable skill gains indicator, since they are attending secondary or postsecondary school.
 - ◆ Out-of-School Youth: OSY who are in one of the following are included in the indicator:
 - The program element occupational skills training,
 - Secondary and postsecondary education during participation in the Title I Youth program,
 - Title II-funded adult education during participation in the Title I Youth program,
 - The YouthBuild or a Job Corps program during participation in the Title I Youth program.

Calculating Measurable Skills Gains

Reporting of Measurable Skills Gain (MSG)

| | | |
|---------------------|---|---|
| Numerator: | <p>Attainment of at least one type of measureable skill gain*</p> <p>*A participant may achieve more than one type of gain in a reporting period; however, only one gain per participant in a reporting period may be used to calculate success on the measurable skill gain indicator.</p> | <ol style="list-style-type: none">1. Educational Functioning Level2. Secondary School Diploma/Recognized Equivalent3. Secondary or Postsecondary Transcript/Report Card4. Documented Milestones5. Successful Passage of an Exam (Skill Progression) |
| Denominator: | <p>Enrolled in an education or training program that leads to a recognized postsecondary credential or employment**</p> <p>**This includes participants that are currently enrolled during the reporting period or that have exited the program</p> | <p>Participant- and program year-based</p> <p>Counted for each participant/period of participation (POP) any in a program year.</p> |

Types of Measureable Skill Gains

1. Educational functioning level
 - Documented achievement of a participant who is receiving academic instruction below the postsecondary level.
2. Attainment of secondary school diploma or its recognized equivalent
3. Secondary or postsecondary transcript or report card for a sufficient number of credit hours that meets states academic standards
 - ◆ Secondary: transcript or report card for 1 semester
 - ◆ Postsecondary: at least 12 hours per semester or, for part-time students, total of at least 12 hours over 2 completed consecutive semesters
4. Satisfactory or better progress on a report towards established milestones – must be measureable and documented
5. Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills, as evidenced by trade-related benchmarks, such as knowledge-based exams



Documenting Progress for Types of Measurable Skill Gains

| | | |
|---|---------------------|---|
| <u>MSG Type 1:</u> Educational Functioning Level | Numerator: | <input type="checkbox"/> Measurable Skill Gain Educational Functioning Level <input type="checkbox"/> Testing Pre-Test Score Post-Test Score <input type="checkbox"/> Upload Documentation Educational Functioning Level Documentation |
| | Denominator: | <input type="checkbox"/> English Language Learner OR <input type="checkbox"/> Basic Skills Deficient/Low levels of Literacy AND <input type="checkbox"/> Services & training Leading to a Credential <input type="checkbox"/> School status at Program enrollment |

| | | |
|--|---------------------|---|
| <u>MSG Type 2:</u> Secondary School Diploma / Recognized Equivalent | Numerator: | <input type="checkbox"/> Outcomes 4 th quarter after exit High School Diploma/or Equivalency <input type="checkbox"/> Upload Documentation High School Diploma/GED |
| | Denominator: | <input type="checkbox"/> Services & training Leading to a Credential <input type="checkbox"/> School status at Program enrollment |

| | | |
|---|---------------------|---|
| <u>MSG Type 3:</u> Secondary or Postsecondary Transcript / Report Card | Numerator: | <input type="checkbox"/> Measurable Skill Gain Secondary Transcript/Report Card Post-Secondary Transcript/Report Card <input type="checkbox"/> Upload Documentation Report Card Transcript |
| | Denominator: | <input type="checkbox"/> Services & training Leading to a Credential |

❖ **Secondary education:**

- ❖ One semester transcript or report card

❖ **Post-secondary education:**

- ❖ Full-time students: 12 hours per semester
- ❖ Part-time students: 12 hours over two completed consecutive semesters during the program year

| | | |
|--|---------------------|---|
| <u>MSG Type 4:</u> Training or Progress Milestone | Numerator: | <input type="checkbox"/> Measurable Skill Gain Training Milestone <input type="checkbox"/> Upload Documentation Training Milestone Documentation |
| | Denominator: | <input type="checkbox"/> Services & training Training Service Leading to a Credential Work Experience |

❖ **Progress reports must document substantive skill development that the participant has achieved from an employer or training provider**

- ❖ Mastered required job skills, or steps to complete an OJT or Registered Apprenticeship program
- ❖ Increase in pay resulting from newly acquired skills
- ❖ Increased performance resulting from newly acquired skills

| | | |
|--|---------------------|---|
| <u>MSG Type 5:</u> Exam Passage/Skill Progression | Numerator: | <input type="checkbox"/> Measurable Skill Gain Skill Progression <input type="checkbox"/> Upload Documentation Skill Progression Documentation |
| | Denominator: | <input type="checkbox"/> Services & training Leading to a Credential |

❖ **Knowledge-based exam required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks**

- ❖ Passage of a component exam in a Registered Apprenticeship program
- ❖ Employer-required knowledge-based exam
- ❖ Satisfactory attainment of an element on an industry or occupational competency-based assessment
- ❖ Other completion test necessary to obtain a credential

Effectiveness in Serving Employers

❖ States will report 2 of the 3 options during the PY16-PY17 pilot period.

Local areas should be capturing and recording data on business services now.

1. Retention with Same Employer in the 2nd and 4th Quarter after Exit

- ◆ This is looking at retention of WIOA-funded participants employed by the company (not all employees).
- ◆ It asks, are we providing employers with skilled workers?



2. Employer Penetration Rate

- ◆ Looking at engagement with the employers in the state and local economy, this indicator asks: how many of those employers have we reached? What is the number of employers that we have: within the local area, within a local labor market? How many of those employers have we touched?

3. Repeat Business Customer Rate

- ◆ This asks about success in serving especially small businesses. They may need our services more than a large business. The state looks at this over a 3-year period.
- ◆ How many of those businesses come back for services? Did we provide trained and skilled employees that motivated a return customer? How many repeat customers do we have?

Effectiveness in Serving Employers, continued

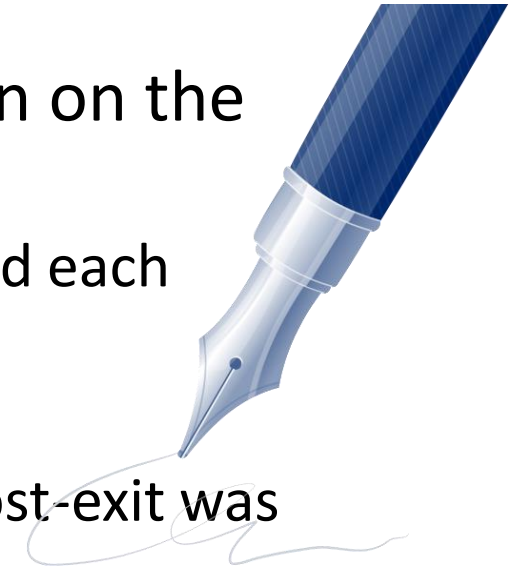
- ❖ Recognizing our businesses and our employer customer as part of the equation of helping people through our programs, this indicator is a shared indicator across all core programs.
- ❖ One number will be averaged and jointly reported by the state.
- ❖ The results will be reported in the annual WIOA report due October 15th.



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Job/Education/Skill/Credential Outcomes – Supplemental Information to be Recorded

- ❖ Sources of data are administrative records, or manually recorded supplemental information documented in case files.
- ❖ Case managers should record and maintain documentation on the following prior to and during follow up:
 - Type/date of each Measurable Skills Gain during participation and each Credential achieved up to 12 months after exit
 - Employment and wages in the 2nd and 4th quarters after exit
 - O*NET (SOC) Code – tells whether employment in 2nd quarter post-exit was related to training services provided by occupation
 - Post-exit enrollment in post-secondary education/training
 - Achievement of a diploma or equivalent, including those learned about through supplemental information during follow up after exit.



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Period of Participation



- ❖ **Date of Participation** – This is the date the eligible, reportable individual received the first qualifying service.
- ❖ **Period of Participation** – For all indicators, a period of participation (POP) refers to the period of time beginning when an individual becomes a participant, and ending on the date of exit from the program, which is the last date of service.
- ❖ **Multiple POPs** – A participant may have multiple periods of participation in a program year.
- ❖ **Measurable Skills Gain Indicator** – This measure is POP-based, and program year (PY) based.

Who is Included in Participation?

- ❖ All participants without a valid exclusion are included in the performance measures, except Incumbent Worker Training (IWT) participants.
- ❖ Valid exclusions are:
 - Institutionalization / incarceration (criminal or health)
 - Death
 - Reserved forces called to active duty
- ❖ A health or medical condition expected to last more than 90 days causes the person to exit the program, since it precludes employment or continued participation in the program.
- ❖ A lack of a valid SSN no longer excludes participants.
 - **NOTE:** An SSN is not required for participation, but without an SSN, case managers will need to collect employment, wage, and occupational information during follow up, because the state cannot perform UI wage record matching.



























Calculating Exit

- ❖ The exit date is the last date of service – this is the last date the individual received a qualifying service.
- ❖ An exit must occur, when a participant has not received any qualifying service for 90 days, and there are no future, planned services recorded (no planned gap).
- ❖ Services not extending exit are:
 - Self-services,
 - Information-only services, or
 - Follow-up activities.
- ❖ If future services are scheduled in the OSL system, a planned gap is acceptable. Individuals may resume services, when they are available. Scheduled future services should not exceed 90 days except in rare, unusual circumstances.
- ❖ Each individual will be counted in the performance measures as often as they exit in each program year – i.e., for each POP.



Data Availability in Federal Reports

*This information is based on only those Exiters who complete their program on, or after July 1, 2016.

| | | ANNUAL REPORT PROGRAM YEAR & REPORT DELIVERY DATE | | | | |
|------------------------|---|---|---|---|---|---|
| | | PY 2016 Oct 2017 | PY 2017 Oct 2018 | PY 2018 Oct 2019 | PY 2019 Oct 2020 | PY 2020 Oct 2021 |
| | | % Of Data Available on Report Delivery Date* | | | | |
| Performance Indicators | Employment Rate <i>Second Quarter After Exit</i> | 0%  | 100%  | 100%  | 100%  | 100%  |
| | Employment Rate <i>Fourth Quarter After Exit</i> | 0%  | 50%  | 100%  | 100%  | 100%  |
| | Median Earnings <i>Second Quarter After Exit</i> | 0%  | 100%  | 100%  | 100%  | 100%  |
| | Credential Attainment Rate | 0%  | 50%  | 100%  | 100%  | 100%  |
| | Measurable Skill Gains | 100%  | 100%  | 100%  | 100%  | 100%  |
| | Effectiveness in Serving Employers <i>(If based on 4th quarter retention)</i> | 0%  | 50%  | 100%  | 100%  | 100%  |

First year of "full" WIOA data



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Performance Score Card

| Indicator/Program | Title II Adult Education | Title IV Rehabilitative Services | Title I Adults | Title I Dislocated Workers | Title I Youth | Title III Wagner - Peyser | Average Indicator Score |
|---|--------------------------------|--|-------------------|----------------------------------|------------------|---------------------------------|-------------------------------|
| Employment 2nd Quarter After Exit | | | | | | | 1 |
| Employment 4th Quarter After Exit | | | | | | | 2 |
| Median Earnings 2nd Quarter After Exit | | | | | | | 3 |
| Credential Attainment Rate | | | | | | | 4 |
| Measurable Skill Gains | | | | | | | 5 |
| Effectiveness in Serving Employers | | | | | | | 6 |
| Average Program Score | 7 | 8 | 9 | 10 | 11 | 12 | - |



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